Auburn University

Department of Special Education, Rehabilitation, and Counseling

**1**. **COURSE NUMBER:** RSED 4910/7910/7916

**COURSE TITLE:** Practicum (Collaborative Teacher – Secondary, Therapeutic Camp)

**CREDIT HOURS:** 1

**PREREQUISITES:** Junior standing or above, admission to teacher education and/or Departmental and Instructor approval

**CO-REQUISITES:** None

# **University Supervisor Information**

Mrs. Schweck

1234A Haley Center

(334)844-3588

[kschweck@auburn.edu](mailto:kschweck@auburn.edu) - I will make every effort to respond to your email in a timely manner. I cannot guarantee a quick response to emails sent after 6:00 p.m. It is your responsibility to be proactive with any questions you might have and allow a reasonable amount of time for a response.

Office/Zoom hours by appointment

**2**. **TERM**: Summer 2019

**Day/Time:** Planning days: 5/21,5/22, 5/23, 5/24, 5/28, 5/29, 5/30, 5/31, 7:30 a.m.-11:55 a.m. on your course schedule

Service days: 6/3-6/6, 6/10-6/13, 6/17-6/20 7:30 a.m. – 11:55 a.m., See daily schedule for additional details

**Place**: Drake Middle School Gym

**DATE SYLLABUS PREPARED:** May 2010, updated May 2019

**3**. **TEXT**: AL Extended Content Standards, Transition Standards

**4**. **COURSE DESCRIPTION (**variable): The practicum provides the student the opportunity during his or her career preparation to translate theory and research into practice in an educational or community service delivery setting aligned with degree program option.

1. **STUDENT LEARNING OUTCOMES**: A general course objective for all students taking practicum is to translate theory and research into practice in an educational or community service delivery setting aligned with degree program option. Specific practicum objectives will vary however with each individual student according to his or her needs and the nature of the assigned experience (e.g., disability types, severity of disability, assessment, instruction, placement, etc.). The student will:

1. Develop, select, administer, and interpret formal and informal assessments; 34(1)(b)1

2. Translate assessment information into functional long-term goals and short-term benchmarks; 34(1)(b)2

3. Implement or assist other teachers in implementing the student’s individualized education program, by selecting, developing, and using appropriate instructional techniques and methods, ongoing measurement techniques, media and materials, equipment, including assistive technology devices, technology devices, technological advances, and support personnel; 34(1)(b)3

4. Continuously analyze the effectiveness of the individualized education program and make appropriate modifications; 34(1)(b)4

5. Select and implement research-based curricula and practices related to the core components of reading such as explicit and direct instruction and appropriate grouping; 34(1)(b)5

6. Utilize effective teaching strategies designed to promote learning and improve student achievement; 34(1)(b)6

7. Modify methods, materials, and equipment to meet student needs; 34(1)(b)7

8. Implement research-based behavior management techniques and practices that include school-wide, classroom, and individual proactive positive behavior supports; 34(1)(b)8

9. Plan and facilitate transition programs within and outside the school setting; 34(1)(b)9

10. Effectively communicate the goals of the instructional program to the student, the student’s primary caregivers, and appropriate professionals; 34(1)(b)10

11. Design and implement programs that reflect knowledge, awareness, and responsiveness to diverse cultures, including cultural and socioeconomic factors; 34(1)(b)11

12. Work effectively with members of the instructional team and professionals from related fields. 34(1)(b)12

**• Faculty.** A specialist with identifiable appropriate expertise is required in each special education teaching field. 34(2)

• In the **Collaborative Teacher (k-6) program**, the student will:

1. Assess students’ needs in order to plan an individualized education program appropriate for classroom instruction. 35(1)(b)1

2. Create an optimal learning environment by utilizing, evaluating, modifying and adapting the classroom setting, curricula, teaching strategies, materials and equipment. 35(1)(b)2

3. Utilize practices to encourage family support in the student’s program. 35(1)(b)3

4. Assist in the evaluation and implementation of assistive technology. 35(1)(b)4

5. Collaboratively utilize and evaluate the effectiveness of a variety of instructional strategies to facilitate the student’s attainment of goals and objectives. 35(1)(b)5

6. Implement appropriate behavioral interventions based on a functional analysis of behavior. 35(1)(b)6

7. Build student’s communication abilities and social interaction skills through the development of appropriate language and conversational skills. 35(1)(b)7

8. Plan and implement an instructional program for grades K-6 using the Alabama courses of study for mathematics, English language arts, social studies and science. 35(1)(b)8

9. Develop and implement appropriate school healthcare plans and specialized instructional and therapeutic techniques including physical and behavior management. 35(1)(b)9

10. Implement a variety of validated, research-based reading programs selected to meet the needs of students and including the strategies recommended in the Alabama Reading Initiative publications including Essential Skills of Teachers of Reading. 35(1)(b)10

11. Teach developmental stages of writing and spelling including the writing process; the stages of prewriting, drafting, revising, editing, and publishing; and writing across the curriculum. 35(1)(b)11

12. Use peer and teacher conferencing and rubric assessment to help students edit and revise their writing. 35(1)(b)

• In the **Collaborative Teacher (6-12) program**, the student will:

1. Assess students’ needs and personal preferences in areas such as communication, cognition, motor, self-help/adaptive, social/emotional, functional life skills, and vocational skills in order to plan an individualized educational program for instruction. 36(1)(b)1

2. Utilize practices for facilitating student self-determination and enlisting the support and participation of families in the student’s educational program. 36(1)(b)2

3. Create an optimal learning environment by collaboratively utilizing, evaluating, modifying and adapting the classroom setting, curricula, teaching strategies, materials, and equipment. 36(1)(b)3

4. Plan and implement an instructional program in the areas of general and functional academics, social, vocational, independent living, and leisure skills. 36(1)(b)4

5. Plan and implement work-based learning programs (such as on-campus work experiences, community-based work experiences, and work place mentoring) to foster the development of work place competencies and career goals. 36(1)(b)5

6. Participate in collaborative teaming approaches for the purpose of decision-making related to instruction, curriculum, social interactions, and interagency collaboration with school and agency staff, students, and family members. 36(1)(b)6

7. Create effective linkages between students and post-secondary educational institutions and/or the business community to transition students to future environments. 36(1)(b)7

8. Develop and implement appropriate school healthcare plans and specialized instructional and therapeutic techniques including physical and behavior management. 36(1)(b)8

9. Implement appropriate behavioral interventions based on a functional analysis of behavior. 36(1)(b) 9

10. Implement a variety of validated, research-based reading programs selected to meet the needs of students and including the strategies recommended in the Alabama Reading Initiative publications including Essential Skills of Teachers of Reading. 36(1)(b)10

11. Teach developmental stages of writing and spelling including the writing process; the stages of prewriting, drafting, revising, editing, and publishing; and writing across the curriculum. 36(1)(b)11

12. Use peer and teacher conferencing and rubric assessment to help students edit and revise their writing. 36(1)(b)

**6.** **COURSE CONTENT:** SEE SUMMER PROGRAM SCHEDULE AND ADDITIONAL INFORMATION ON CANVAS

1. **COURSE REQUIREMENTS:**

**Program Participation:** The summer program involves direct services to individuals with disabilities. Students are required to attend all pre-planning meeting days before camp begins. Students must attend and actively provide instruction for 11 of 12 days of the summer program. Active participation includes planning and implementation of instruction and large and small group activities. Each student will sign in daily with university supervisor. Failure to meet these requirements will be considered a failure to meet the personal and professional dispositions and attendance requirements. Late arrival and early departure will also affect one’s personal and professional dispositions evaluation; more than two unexcused occurrences of late arrival or early departure will result in failure to meet personal and professional dispositions.

**Assignments:**

Memorandum of Understanding and Syllabus Signature Page (no points/must have to participate): Students must sign the Memorandum of Understanding and the Syllabus Signature Page and submit on Canvas. (Forms on Canvas)

Daily Attendance Log (200 points): Students are expected to attend pre-planning days and sign in/out each day at practicum using exact arrival and departure times.

Personal and Professional Dispositions Evaluation (500 points): Students will be evaluated by a university supervisor with input from cooperating teachers and/or program staff. All indicators listed on the Personal and Professional Dispositions Evaluation must be met at the Development of Principles and Practice Level. This includes requirements in the Memorandum of Understanding. The demonstration of all 5 indicators in at least the Development of Principles and Practice Level will result in 500 points toward the final grade. Failure to meet the Development of Principles and Practice Level for any of the indicators will result in a loss of 100 points per indicator. (Form is available on Canvas).

Student Intervention and Progress Reports (100 points):In pairs,students will complete an intervention plan and progress report for one student in his/her group.This will include selecting a goal for intervention with input from program staff, creating and implementing an intervention that addresses the goal, collecting data weekly and reporting progress, and reporting final progress. See rubric for additional details. (Forms on Canvas)

Instruction and Collaboration (100 points, graded individually):

|  |  |  |
| --- | --- | --- |
| **Weekly Lesson Plans**  (Form on Canvas) | Groups will complete the weekly lesson plan form and submit to supervisor. It is recommended that groups maintain a copy of the plan in their area. | Hard copies due 8:00 a.m. on Mondays upon arrival (6/3, 6/10, 6/17) |
| **Parent Letters** | Groups will write letters to parents at the beginning and end of camp. Week 1 will be an introductory letter. Week 3 will be a closing letter. Closing letters must include personalized comments. | Hard copies of *rough drafts* are due 8:00 a.m. on Wednesdays upon arrival. Letters will be reviewed for necessary revisions.  Hard copies of final versions are due at 8:00 a.m. on Thursdays.  Letter 1: due 6/5 and 6/6  Letter 2: due 6/19 and 6/20 |
| **Receipts** | Receipts for all purchases must be collected and turned into Mrs. Schweck. Any money not spent or not documented with receipts must be returned to Mrs. Schweck by the last day of practicum. | Receipts may be turned into Mrs. Schweck weekly or more frequently if desired. |
| **Teamwork Rubrics**  (Form on Canvas) | Each group member will evaluate contribution of other group members. All group members are expected to participate in planning, preparation, instruction, and support on a daily basis, including planning meetings that occur prior to serving students.  Points awarded as follows:  Average rating of 5 = 20 points each  Average rating of 4 = 18 points each  Average rating of 3 = 10 points each  Average rating of 2 = 5 points each  Average rating of 1 or 0 = 0 points each | Rubrics will be completed two times and submitted on Canvas.   * The first will be due 6/10. Feedback will be gathered from these rubrics and shared confidentially without identifying the individual who provided the feedback with each student if there are any concerns. * The final rubric is due 6/24 and will be used to determine points. |

Observation of Teaching:When possible, students will be observed while providing instruction. Feedback will be provided in relevant areas included on the classroom observation form. Feedback could be provided from university supervisors or program administrators in either verbal or written form. Students are expected to accept and act on constructive criticism and suggestions in appropriate ways. Performance in this area will be evaluated on the personal and professional dispositions evaluation form. In order to earn a grade of satisfactory in the course, all personal and professional dispositions ratings must be met at the Development of Principles and Practice level.

1. **GRADING AND EVALUATION:** Grades will be either S (satisfactory) or U (unsatisfactory). Evaluation will occur based on observational ratings given by the course instructor/on-site supervisor as well as the timeliness and quality of projects assigned. In order to receive a S for the course, the following criteria must be met:

* All assignments must be completed.
* Revisions must be made to assignments until they are considered satisfactory by the supervisor.
* Students must demonstrate behaviors consistent with the Alabama Educator Code of Ethics and Memorandum of Understanding (both available on Canvas) throughout the course. Failure to meet this expectation will result in a U for the course and the student will have to repeat the practicum before proceeding to the next field experience.
* Students must adhere to all policies outlined in the syllabus and Memorandum of Understanding (e.g. attendance, absence, confidentiality policies).

Grades will be assigned according to the following scale:

**80%- 100% = Satisfactory/Pass course**

**0-79.9% points = Unsatisfactory/Fail course**

9. **CLASS POLICY STATEMENTS:**

**Attendance Policy**

Students are required to attend ALL orientation and training meetings and be present and providing instruction for 11/12 days of the summer program. Students should arrive at the summer program no later than 8:00 a.m. each day and sign in on the attendance log. Students must remain at the summer program for the entire day. On a typical day at the program, students arrive at 8:00 a.m. and teach until 11:00 a.m.

Large and small group meetings occur until 11:55. All students are to remain at the camp until all preparations for the next day are completed.

**Absence Policy**

During the summer program, only one excused absence is allowed. More than one will result in a grade of FA/U. Exceptions are up to the discretion of Mrs. Schweck and will be considered only under extreme circumstances (i.e. death in the family, serious illness, etc.). If there is a condition or circumstance that will prevent you from meeting this expectation, it is suggested that you drop the course.

Excused Absences**:** Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than 24 hours after the absence. Appropriate documentation for all excused absences is required within 24 hours of the absence. Please see the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) for more information on excused absences (<http://www.auburn.edu/student_info/student_policies/>).

**In the case of an absence, contact Mrs. Schweck immediately. This notification should be at least one day in advance when possible. If this is not possible, then notification should take place prior to 8:00 a.m. of the day of absence. Students should also contact their group members. For each program day missed, teachers must participate in alternate activities for 4 hours. Excuses must be submitted within 24 hours of the absence.**

**Assignments:** All assignments should be typed (unless otherwise instructed) and prepared in a professional manner (e.g., neat, correct grammar, spelling). Additionally, assignments are due on the date listed in the syllabus at the time noted. **There is no credit for late assignments; any assignment turned in after the time noted on the assigned due date will be assigned a grade of 0.** Exceptions are at the discretion of the instructor in cases of verified university approved absences. If a student misses turning in an assignment and has a university approved excuse, he or she will have **one day** from the time he or she returns to class to turn in the assignment. Electronic assignments should be in one of the following formats: .doc, .docx, .pdf. Revisions for assignments are due within 3 days feedback from the instructor is provided and should be in a different color font.

**Program Meetings**

A brief meeting will be held at the conclusion of each day. These meetings will last approximately 15-20 minutes. Attendance is required. You are also required to meet in your small groups and make preparations for the following day before you leave each day.

**Confidentiality**

All events, camper information, and material related to the program are confidential and are not to be shared outside of the program setting or with people not directly related to the summer program. Failure to comply will result in a U for the course and a meeting with your advisor and/or the SERC SARA Committee.

**Planning**

Teachers should walk into the “classroom” each morning ready to teach. A copy machine is not available at the gym. This means that all copying should be done before or after program hours at least one day in advance. All lesson plans should be ready in a clipboard, file folder, etc., and teachers should be prepared with all necessary instructional materials. As a general rule, teachers should not leave the summer program without completing the next day’s instructional preparations.

**Transportation**

On occasion, there will be program activities that you must attend that do not take place at the Drake Middle School Gymnasium. In this case, it will be necessary for you to provide your own transportation to these events. Carpooling is recommended. Unless otherwise stated, you are to meet at the Gymnasium to assist the campers and camp staff members prepare the campers for the trip.

***Do not transport any campers in your vehicle.***

**Copying/Equipment**

Development of lesson materials and copying are the responsibility of each teacher. The summer program does not have access to copiers, computers, printers, laminators, paper, Velcro, etc. Teachers are responsible for preparing lesson materials using their own resources outside of the program setting. Note: Due to a generous donation from the Exceptional Outreach Organization, each group will receive some funding to help with planning/preparation expenses. The funds must be used only for materials needs for group activities and instruction, and all purchases must be documented with receipts. Receipts will be turned into Mrs. Schweck. Any money not spent or not documented with receipts must be returned to Mrs. Schweck by the end of practicum. It is recommended that you create a spreadsheet to track individual group member spending and keep copies of your receipts for your records. In addition, Mrs. Schweck has secured funding for basic supplies for you to use with your groups (e.g. pencils, markers, scissors, paper, etc.). It is your responsibility to turn in a list of items that will need to be replenished for the next summer program.

**Area Maintenance/Cleaning**

All furniture and equipment should be taken care of by each group. You are expected to maintain your area and clean up after yourselves and your group daily.

**Safety Issues**

Be familiar with your campers. Know them and their habits. Talk to Ms. Elizabeth if you have questions about specific campers regarding medical issues or behavior. If a camper becomes ill or aggressive follow the procedures given to you while another group member escorts the rest of your campers to the gym and gets Ms. Elizabeth or Mrs. Schweck. You are not permitted to participate in any physical restraint procedures. Auburn City Parks and Recreation requires incident reports to be filled out in case of illness or injury. Please be sure to report all questionable incidents to Ms. Elizabeth and Mrs. Schweck.

**Electronics**: Cell phones are not permitted at the summer program and should remain at home or in your vehicle. Laptops, ipads, etc., are not permitted at the summer program unless being used during a lesson that is being taught.

**Participation:** Students are expected to participate in all class discussions and participate in all exercises. Assignments are due on announced dates. Unexcused late assignments will not be accepted. It is the student’s responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work. Students must satisfy all course objectives to pass the course.

**Academic Honesty Policy:** All portions of the Auburn University student academic honesty code (Title XII) found in the *AU Bulletin* will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

**Accommodations for Students with Disabilities:** Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with office hours, an alternate time can be arranged. To set up this meeting, please contact your supervisor by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

**Honesty Code:** All portions of the Auburn University student academic honesty code (Title XII) found in the Student Policy eHandbook ([www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies)) will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

**Auburn University Policy on Classroom Behavior**: *The following policy applies to all settings (i.e., university, school setting, and off campus locations pertaining to the field experience).* “. . . Behavior in the classroom that impedes teaching and learning and creates obstacles to this goal [learning] is considered disruptive and therefore subject to sanctions . . . Students have the responsibility of complying with behavioral standards. . . Examples of improper behavior in the classroom (including the virtual classroom of e-mail, chat rooms, telephony, and web activities associated with courses) may include, but are not limited to the following: arriving after a class has begun, eating or drinking, use of tobacco products, monopolizing discussion, persistent speaking out of turn, distractive talking, including cell phone usage, audio or video recording of classroom activities or the use of electronic devices without the permission of the instructor, refusal to comply with reasonable instructor directions, employing insulting language or gestures, verbal, psychological, or physical threats, harassment, and physical violence.” (See Student Policy eHandbook at www.auburn.edu/studentpolicies)

**Course contingency:** If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, and addendum to your syllabus and/or course assignments will replace the original materials.

**Professionalism**: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

• Engage in responsible and ethical professional practices

• Contribute to collaborative learning communities

• Demonstrate a commitment to diversity

• Model and nurture intellectual vitality

**Student Academic Grievance Policy**: The purpose of this university policy is to “resolve academic

grievances of students, which results from actions of faculty or administration. This resolution should

be achieved at the lowest level and in the most equitable way. The burden of proof rests with the

complainants.” See the Auburn University Policy Site <https://sites.auburn.edu/admin/universitypolicies/default.aspx> for steps toward redress.

**Dress Code**

The program takes place in a gymnasium building that is usually warm. You should dress casually but professionally in a way in which you can physically interact with the students in a comfortable way. It is mandatory that you wear casual closed toed shoes (i.e. tennis shoes) each day of the program. Please refrain from wearing jewelry. Tattoos should not be visible. Piercings in places other than your ears are not allowed.

Recommended Attire: Clothes that are not permitted:

Capri pants Scrubs

Shorts (2-inch rule) Short shorts

Crewneck t-shirts (containing appropriate content) Flip flops, sandals, heels, dressy flats

Closed toe full coverage shoes Tank tops, Shirts with deep v-necks or scoops, Tight fitting shirts

Leggings as pants

\* When in doubt, consult and follow your local school system student dress code.

I have read and reviewed the **RSED 4910/7910/7916 Special Education Practicum (Secondary) Syllabus for the current semester**. In compliance with the information outlined, **I agree to adhere to the policies and procedures outlined in this document.** I understand that it is my responsibility to ensure that I am following the policies and procedures and meeting all requirements in order to pass practicum and protect confidentiality for my students and any information pertaining to them.

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Student Signature Date

Intervention Plan and Progress Report Rubric

Summer 2019

|  |  |  |  |
| --- | --- | --- | --- |
| **(100 points possible)** | **10 points each** | **5 points each** | **0 points each** |
| Description of student background, current functioning, and needs | Includes   * Student background information related to academic and/or functional performance, including strengths, weaknesses, level of behavioral supports needed (tier one, two, three with explanation), and impact of deficit on functioning * Describes the student’s individual differences and unique learning needs * Describes the student’s needs using behaviors that are observable and measurable that directly relate to the annual goal and benchmarks. * Descriptions are specific and tell what the student did and on what date(s). * Describes the students’ interests and preferences | Missing or incomplete information in 1st revision. Upon resubmission the 2nd revision includes:   * Student background information related to academic or functional performance, including strengths, weaknesses, level of behavioral supports needed (tier one, two, three with explanation), and impact of deficit on functioning * Describes the student’s individual differences and unique learning needs * Describes the student’s needs behaviors that are observable and measurable that directly relate to the annual goal and benchmarks. * Descriptions are specific and tell what the student did and on what date(s). * Describes the students’ interests and preferences | One or more criteria not met in 2nd revision |
| Description of intervention goal as related to student needs  IGCIS1 | * Intervention goal is stated in observable and measurable terms * Intervention goal includes timeframe, condition, behavior, criteria * Intervention goal includes reference to appropriate state standard(s) | Missing or incomplete information in 1st revision. Upon resubmission the 2nd revision includes:   * Intervention goal is stated in observable and measurable terms * Intervention goal includes timeframe, condition, behavior, criteria   Intervention goal includes reference to appropriate state standard(s) | One or more criteria not met in 2nd revision |
| Description of skills associated with intervention goal | * Describes the order of skills that come before the goal and after the goal is mastered (pre-requisites, objectives and next steps) | Missing or incomplete information in 1st revision. Upon resubmission the 2nd revision:   * Describes the order of skills that come before the goal and after the goal is mastered (objectives and next steps) | One or more criteria not met in 2nd revision |
| Description of instruction  ISCI3S1 | Includes   * Detailed description how skill will be taught, step by step of the intervention * Includes actual words (teacher talk) used with the student. * Clearly explains how the environment will be set up. * Clearly explains how corrective feedback will be given and how the student will have an opportunity to show whether feedback was effective * Intervention is research-based and related to strategies and methods included in coursework as demonstrated with a citation * Clearly explains how instructional methods and materials incorporate and address the students’ communication needs including augmentative and alternative communication if appropriate * Describes how the student’s interests and preferences will be used to engage the student and provide reinforcement for participation | Missing or incomplete information in 1st revision. Upon resubmission the 2nd revision includes:   * Detailed description how skill will be taught, step by step of the intervention * Includes actual words (teacher talk) used with the student. * Clearly explains how the environment will be set up. * Clearly explains how corrective feedback will be given and how the student will have an opportunity to show whether feedback was effective * Intervention is research-based and related to strategies and methods included in coursework as demonstrated with a citation * Clearly explains how instructional methods and materials incorporate and address the students’ communication needs including augmentative and alternative communication if appropriate * Describes how the student’s interests and preferences will be used to engage the student and provide reinforcement for participation | One or more criteria not met in 2nd revision |
| Description of instructional implementation related to daily routine  IGC5S1 | * Indicates how instruction on this goal is possible within the student’s daily routines | Missing or incomplete information in 1st revision. Upon resubmission the 2nd revision includes:   * Indicates where instruction on this goal is possible within the student’s daily routines | One or more criteria not met in 2nd revision |
|  | **25 points each** | **15 points each** | **0 points each** |
| Description and written analysis of student progress  ISCI4S8 | * Describes steps that the student achieved on his or her way to achieving intervention goal * Description of student progress includes reference to decisions related to repeated instruction or adjustment to the goal * Clearly explains how corrective feedback was provided to student and how the student demonstrated that the feedback was effective * Includes student progress with regard to communication supports provided within the intervention (What helped student generate language and what helped student engage in intervention, attend, participate, and make meaning of new concept/skill?) | Missing or incomplete information in 1st revision. Upon resubmission the 2nd revision includes:   * Describes steps that the student achieved on his or her way to achieving intervention goal * Description of student progress includes reference to decisions related to repeated instruction or adjustment to the goal * Clearly explains how corrective feedback was provided to student and how the student demonstrated that the feedback was effective * Includes student progress with regard to communication supports provided within the intervention (What helped student generate language and what helped student engage in intervention, attend, participate, and make meaning of new concept/skill?) | One or more criteria not met in 2nd revision |
| Reporting and graphic analysis of student progress  ISCI4S7  ISCI4S8 | * Report includes the instructional objective * Graph includes labels on the x-axis and y-axis that are logical based on the instructional objective * At least 1 data point and narrative entry a week appear on the graph * Narrative is dated -- notes are logical based on visual analysis of the data points, clearly describes student performance (what, how, AND why) and indicates progress toward mastery * Data are included in submission | Missing or incomplete information in 1st revision. Upon resubmission the 2nd revision includes:   * Report includes the instructional objective * Graph includes labels on the x-axis and y-axis that are logical based on the instructional objective * At least 1 data point and narrative entry a week appear on the graph * Narrative is dated -- notes are logical based on visual analysis of the data points, clearly describes student performance (what, how, AND why) and indicates progress toward mastery * Data are included in submission | One or more criteria not met in 2nd revision |

**Rubric for Assessing Group Members= Ability to Participate Effectively as Part of a Team**

Rater:

Group: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*(Circle the appropriate score for each criterion for each member of your group.)*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Member Rated  (Be sure to rate yourself, too!) | Listening Skills | Openness to others’ ideas | Preparation | Contribution | Leadership |
|  | 0 1 2 3 4 5 | 0 1 2 3 4 5 | 0 1 2 3 4 5 | 0 1 2 3 4 5 | 0 1 2 3 4 5 |
|  | 0 1 2 3 4 5 | 0 1 2 3 4 5 | 0 1 2 3 4 5 | 0 1 2 3 4 5 | 0 1 2 3 4 5 |
|  | 0 1 2 3 4 5 | 0 1 2 3 4 5 | 0 1 2 3 4 5 | 0 1 2 3 4 5 | 0 1 2 3 4 5 |
|  | 0 1 2 3 4 5 | 0 1 2 3 4 5 | 0 1 2 3 4 5 | 0 1 2 3 4 5 | 0 1 2 3 4 5 |
|  | 0 1 2 3 4 5 | 0 1 2 3 4 5 | 0 1 2 3 4 5 | 0 1 2 3 4 5 | 0 1 2 3 4 5 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Criterion | Excellent (5) | Good (4) | Fair (3) | Needs to Improve (2) | Unacceptable (1) | Missing (0) |
| Listening | Routinely restates | Often restates what | Sometimes restates | Rarely restates what | Doesn’t restate | Never shows |
| Skills | what others say | others say before | what others say | others say before | what others say | up and |
|  | before responding; | responding; usually | before responding; | responding; often | when responding; | never |
|  | rarely interrupts; | does not interrupt; | sometimes interrupts; | interrupts; rarely | often interrupts; | contributes. |
|  | frequently solicits | often solicits others | sometimes asks for | solicits others | doesn’t ask for |  |
|  | others | contributions; | others contributions; | contributions; does | contributions from |  |
|  | contributions; | makes eye contact | sometimes makes | not make eye contact; | others; is readily |  |
|  | sustains eye |  | eye contact. | sometimes converses | distracted; often |  |
|  | contact |  |  | with others when | talks with others |  |
|  |  |  |  | another team | when another team |  |
|  |  |  |  | member is speaking | member speaks |  |
| Openness | Listens to others | Listens to others | Sometimes listens to | Interrupts others | Interrupts others | Never shows |
| to others | ideas without | ideas without | othersideas without | articulation of their | articulation of their | up and |
| ideas | interrupting; | interrupting; | interrupting; | ideas; does not | ideas; makes | never |
|  | responds positively | responds positively | generally responds to | comment on the | deprecatory | contributes. |
|  | to ideas even if | to the ideas even if | the ideas | ideas | comments and/or |  |
|  | rejecting; asks | rejecting |  |  | gestures |  |
|  | questions about the |  |  |  |  |  |
|  | ideas |  |  |  |  |  |
| Preparation | Always completes | Typically completes | Sometimes | Sometimes | Typically does not | Never shows |
|  | assignments; | assignments; | completes | completes | complete | up and |
|  | always comes to | typically comes to | assignments; | assignments; | assignments; | never |
|  | team sessions with | team sessions with | sometimes comes to | sometimes comes to | typically comes to | contributes. |
|  | necessary | necessary | team sessions with | team sessions with | team sessions |  |
|  | documents and | documents and | necessary documents | necessary documents | without necessary |  |
|  | materials; does | materials | and materials | and materials | documents and |  |
|  | additional research, |  |  |  | materials |  |
|  | reading, writing, |  |  |  |  |  |
|  | designing, |  |  |  |  |  |
|  | implementing |  |  |  |  |  |
| Contribution | Always contributes; | Usually contributes; | Sometimes | Sometimes | Rarely contributes; | Never shows |
|  | quality of | quality of | contributes; quality of | contributes; quality of | contributions are | up and |
|  | contributions is | contributions is | contributions is fair | contribution is | often peripheral or | never |
|  | exceptional | solid |  | inconsistent | irrelevant; frequently | contributes. |
|  |  |  |  |  | misses team |  |
|  |  |  |  |  | sessions |  |
| Leadership | Seeks opportunities | Is willing to lead; in | Will take lead if group | Resists taking on | May volunteer to | Never shows |
|  | to lead; in leading | leading is attentive | insists; not good at | leadership role; in | lead but does not | up and |
|  | is attentive to each | to each member of | being attentive to | leading allows | follow through; | never |
|  | member of the | the team, | each member of the | uneven contributions | misses team | contributes. |
|  | team, articulates | articulates general | team, sometimes | from team members, | sessions, does not |  |
|  | outcomes for each | direction for each | articulates direction | is unclear about | address outcomes |  |
|  | session and each | session and each | for sessions, has | outcomes or | or direction for |  |
|  | project, keeps team | project, attempts to | some trouble keeping | direction, does not | sessions or |  |
|  | on schedule, | keep team on | team on schedule | make plans for | projects, team |  |
|  | foregrounds | schedule |  | sessions or projects | members become |  |
|  | collaboration and |  |  |  | anarchical |  |
|  | integration of |  |  |  |  |  |
|  | individual efforts |  |  |  |  |  |

Group Process Questions

Describe any communication problems within your group or describe how well members of your group were able to communicate with each other.

Did you meet outside of class to establish goals and stay in tune with each other?

What worries you the most when working in groups?

Did you think you did your fair share?

Did others do their fair share?